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AUTHOR Seidel, Lee F.; Montgomery, Barbara
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ABSTRACT

This paper describes academic programs in college teaching designed for doctoral students at the University of New Hampshire. Programs include a 12-credit program "Cognate in College Teaching," which a doctoral student can add to a Ph.D. program, and the Master of Science for Teachers program, which doctoral students can complete as a dual degree. The Cognate program is designed to develop students' ability to teach at the college or university level in their fields or disciplines. It includes six credits in formal graduate level seminars and six credits in a supervised teaching praxis, upon which the student authors and presents a formal teaching portfolio. The Master of Science for Teachers program, available only as a dual degree with the Ph.D., includes the Cognate program requirements plus: one credit in Issues in College Teaching; eight credits in Research in College Teaching; five credits in approved courses related to teaching and learning in the student's field or discipline; and six credits in College Teaching Praxis. A detailed description of these programs is attached. (MAH)

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Formal Academic Programs in College Teaching: A New Model for Preparing Future Faculty

A Three Year Project Sponsored by the Fund for the Improvement of
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1995 - 1998

Lee F. Seidel, Ph.D.
Director, Teaching Excellence Program

Barbara Montgomery, Ph.D.
Associate Vice President for Academic Affairs

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University of New Hampshire
Durham, NH 03824

(603) 862-0233

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Formal Academic Programs in College Teaching: A New Model for Preparing Future Faculty

This paper describes academic programs in college teaching designed for doctoral students at the University of New Hampshire. Programs include a 12 credit Cognate in College Teaching, a doctoral student can add to a Ph.D. program and the Master of Science for Teachers (MST with major in college teaching, a program doctoral doctoral students can complete as a dual degree. The initial design, implementation and evaluation of these programs is partially supported by the Fund for the Improvement of Post Secondary Education (FIPSE) of the U.S. Department of Education.

STATEMENT OF THE PROBLEM

The traditional model of faculty development, which depends upon haphazardly acquired teaching skills, is simply inadequate to meet expectations in higher education today and in the future. Colleges and universities need classroom- and student-ready faculty. Put simply, future faculty deserve the opportunity to be prepared for success.[1] As teachers, these new faculty must be able to achieve desired learning outcomes within the educational and economic context of their college or university. Gaff and Simpson also suggest that this issue extends beyond the classroom.

> But until the profession can alter graduate education to better prepare future professors for teaching, understanding students, and dealing with diversity; until it can produce Ph.D.s who can design engaging courses and work with their colleagues to develop coherent curriculum; until it can acquaint graduate students with the academic culture, the different types of colleges and universities and the several roles played by faculty; until it can have disciplinary -- and interdisciplinary -- organizations emphasize teaching; advising, service, and governance roles as well as scholarly research -- campus-based faculty development programs will never be secure. [2]

After examining the many models used to prepare and develop faculty, we have concluded that what is needed is a formal degree program in college and university teaching that complements existing traditions involving doctoral

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1 See, for example, Robert Boice (1992) The New Faculty Member: Supporting and Fostering Professional Development. (Jossey Bass: San Francisco).

2 Jerry G. Gaff and Ronald D. Simpson (1994) Faculty development in the United States. Innovative Higher Education, 18:4, 175.

education.

This conclusion is based upon a number of factors. First, there is an appropriate body of knowledge available to guide the development of future faculty and a formal academic program.[3] Second, there is no profile to describe the master college teacher.[4] Third, the employment market for the new Ph.D.is very competitive. Doctoral students are striving for advantage in this market. These students realize that colleges and universities are most interested in new assistant professors who are able to contribute as both teacher and scholar as soon as they are hired. Fourth, our experience indicates that the teacher/scholar model is possible and practical, as well as needed. Preparing doctoral students to teach can be integrated with the doctoral student's preparation as a scholar. Lastly, we add our conclusion that until higher education responds to this problem with formal academic programs -- degree programs -- solutions and models will remain at the margin and not be institutionalized into higher education. Degree programs are the mainstream frameworks used by college and universities to educate.

PROJECT GOALS

Others have shared the view that a formal degree program that addresses college and university teaching is needed. We have examined the research and experiences associated with the movement to establish and institutionalize the Doctor of Arts (D.A.) as a terminal degree for college and university faculty.[5] The D.A. replaces the traditional research paradigm in the Ph.D. with a paradigm based upon college teaching. We do not fault this model, but suggest that doctoral granting universities, especially Research I Universities, find this model in direct competition with the research orientation included in Ph.D. models. Given the fundamental differences between Ph.D. and D.A. programs in terms of substance and values, we are not surprised that the D.A. model has not been widely implemented in higher education as a solution to this problem Learning to be a productive scholar in a specific field or discipline -- the Ph.D. model -- and effective and efficient teaching in a field or discipline -- the D.A. model - should not be mutually exclusive. If public opinion holds, and we believe it will, future faculty need to be as accomplished in the classroom as they are in the research laboratory, not one or the other.

Formal non-degree programs to develop faculty as teachers are not new. Some programs are disciplinary

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3 See, for example Wilbert McKeachie (1990) Research on college teaching: The historical background. Journal of Educational Psychology. 82:2, 189-200.

4 Wilbert McKeachie (1991) Learning, teaching and learning from teaching. In J.D. Nyquist et , Preparing the Professorate of Tomorrow to Teach . Kendall/Hunt: Dubuque IA., 223-231.

5 See Kirby L. Koriath and Margaret M. Merrion (1992) Preparing the new professorate; the Doctor of Arts revisited. Review of Higher Education. 16:1, 63-83. Judith G. Glazer (1993) The Doctor of Arts: Retrospect and Prospect. New Directions for Teaching and Learning. 54:Summer, 15-25. Judith S. Glazier (1993) The Doctor of Arts Degree, The and Now. (American Association of Higher Education, Washington, D.C.).

and field specific and others are centralized university-wide efforts. At the University of New Hampshire, our efforts include both. To varying degrees, 7 of our 21 doctoral programs offer doctoral students some type of course or program related to college teaching. One of our doctoral program uses a model involving a 12 credit course sequence that includes theories and practices related to college teaching -- our Ph.D. program with major in Psychology.[6] Our university-wide Teaching Excellence Program also offers a formal course in college teaching for all interested graduate students.

To the best of our knowledge, however, no existing future faculty program at any university provides an academic degree in college and university teaching.[7] Some rely upon supplemental seminars and workshops, such as CUNY and Emory University. Some rely upon one or two formal courses included in specific Ph.D. programs. Others have developed a university-wide course, such as Minnesota. One academic institution, Syracuse University, uses a university-wide certificate program - the Certificate in University Teaching -- to prepare future faculty. Nationally, as well as at the University of New Hampshire, existing program represent an eclectic array of efforts.

Based primarily upon the model demonstrated by Syracuse University and the Ph.D. in psychology at the University of New Hampshire with its strong emphasis on college teaching,[8] we propose to demonstrate an innovative academic program in college teaching able to be used by all 21 doctoral programs at the University of New Hampshire and serve as a national model.

Our goals for this project are:

(1) to demonstrate and evaluate a model graduate curriculum designed to equip graduates with the knowledge, skills and valves essential for success as a college teacher.

(2) to create a coordinated cost-effective university-wide degree program that builds upon existing

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6 For details see Victor A. Benassi and Peter S. Fernald, (1993) Preparing tomorrow's psychologists for careers in academe. Teaching of Psychology. 20:3, 149-155. Also see Victor A. Benassi et , (1994) Using teaching modules to train and supervise graduate TAs. in K, Lewis (editor) The TA Experience: Preparing for Multiple Roles. (New Forums Press), pgs 183-188.

7 For examples of existing programs, see Leo M. Lambert and Stacy Lane Tice - Editors, (1993) Preparing Graduate Students to Teach - A Guide to Programs That Improve Undergraduate Education and Develop Future Faculty, (American Association of Higher Education, Washington, D.C.). For examples of developing programs, see Preparing Future Faculty Program Descriptions (Fall, 1994) A National Program of the Association of American Colleges and Universities and the Council of Graduate School funded by the Pew Charitable Trusts. Also see Jerry G. Gaff. (1994) Faculty development - the new frontier. Liberal Education. Fall, 16-21.

8 It should be noted that this program was begun 27 years ago as a national model for the field of psychology based upon demonstration funding from the National Science Foundation. Another perspective on this program and its core valves and strategies can be found in the published address of University of New Hampshire Professor Peter Fernald, Preparing Psychology Graduate Students for the Professorate, a paper presented on the occasion of his receipt of the 1993 American Psychological Foundation's Distinguished Teaching Award. Copies are available upon request.

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resources and interest in college teaching and will be sustained past the period of demonstration funding.

(3) to create national understanding of a formal academic credential in college teaching.

Under the leadership of the University of New Hampshire Teaching Advisory Committee and Teaching Excellence Program we have developed and refined our model for approximately two years. We have worked with doctoral students, directors of doctoral programs, faculty committees in our Graduate School, Deans, and our Vice President for Academic Affairs. Using our membership in the New Hampshire College and University Council, we have asked academic leaders at other schools and colleges in New Hampshire for advice. We have discussed this idea at national meetings. All indicated that our model was innovative as well as practical.

OUR MODEL

Our model is based upon a series of fundamental premises involving academic programs, doctoral education and programs designed to prepare future faculty. We offer two interrelated academic programs. Each is available to every doctoral student at the University of New Hampshire.

The Cognate in College Teaching

This program is designed to develop a student's ability to teach at the college or university level in his or her field r discipline. It requires the student to complete a 12 credit program with 6 credits devoted to formal graduate level seminars and 6 credits devoted to a supervised Teaching Praxis, upon which the student authors and presents a formal teaching portfolio. When this program is completed, the student's academic transcript is annotated to acknowledge the completion of this program as an adjunct program with the student's Ph.D. program. For example, the doctoral student in Chemistry who completes this program would graduate with his or her Ph.D. in Chemistry "with Cognate in College Teaching."

Requirements include completing 3 credits in GRAD 950 Issues in College Teaching, a one credit graduate seminar offered every semester. Multiple versions are offered so that students experience a broad range of topics and issues. One version covers the basic research in college teaching. Another version pairs a student with a senior faculty mentor from the university community. In this version the doctoral student interviews and observes the senior faculty mentor and is responsible to host a general seminar related to teaching and learning. Another version of GRAD 950 examines the science of teaching with writing.

Students are also required to complete 3 credits in course(s) related to teaching in their specific field or disc discipline. Some of these courses existed prior to the development of this program. For example, Psychology,

Sociology and our College of Life Science and Agriculture have had long standing initiatives in this regard. Still other departments, as result of these new programs are developing new courses (e.g., Economics, Chemistry, Physics). In instances where a department lacks the critical mass of students or resources to develop their own graduate seminar seminar in college teaching, collaborative efforts with similar discipline have been arranged and cultivated.

GRAD 990 College Teaching Praxis requires the student to teach a college level course is his or her field or discipline and prepare a teaching portfolio. Previous experience as a Teaching Assistant is not equivalent to this requirement. The Teaching Praxis is supervised by a Teaching Committee composed on two faculty from the student's field or disciple and one faculty member from the university's Teaching Excellence Program. For the Cognate, students must enroll in GRAD 990 twice and earn a total of six credits. Students are advised to teach introductory courses -- courses similar to what they would likely teach upon appointment as an assistant professor.t

Formal admission into the Cognate is awarded by the Dean of the Graduate School based upon recommendation of the student's academic department/graduate program and the Teaching Excellence Program.
As stated, the primary purpose of the Cognate is to develop teaching skill based upon the research in college teaching. For example, active and collaborative learning are primary contemporary paradigms that transcend many courses and expectations associated with the teaching praxis.

The Master of Science for Teachers (MST) with major in College Teaching

Currently, this program is available only as a dual degree with the Ph.D. This program adds a 20 credit program to the Cognate so that all students complete a 32 credit hour program. The 20 credit hour addition deepens the students preparation in college teaching and augments this preparation with courses related to a broader range of issues faced by future faculty.

In addition to the requirements describes with the Cognate, a student must complete:

- 1 (additional) credit in GRAD 950 Issues in College Teaching
- 8 credits in GRAD 960 Research in College Teaching
- 5 (additional) credits in approved courses related to teaching and learning in the student's field or discipline
- 6 (additional) credits in GRAD 990 College Teaching Praxis

The unique core of this program -- that part of of the program that distinguishes it from the Cognate -- is GRAD Research in College Teaching. This 8 credit requirement is offered as 4 two credit graduate level seminars .

Formal Academic Programs in College Teaching: A New Model for Preparing Future Faculty

Currently, three of the seminars have been developed.

GRAD 960A	Applications of Learning Theories (2 cr)
GRAD 960B	Entering the Professorate: Philosophy, History and Institutional Perspectives on Academic Life (2 cr)
GRAD 960C	The Contemporary Undergraduate Culture (2 cr)

Two additional seminars are being planned:

GRAD 960D	Teaching with Technology
GRAD 960E	Classroom Based Research and Assessment Method

All seminars are designed to be offered using non-traditional scheduling.

CONCLUSIONS

This project enters its second year with doctoral students actively matriculating for the Cognate. Student report a high degree of interest in the Cognate but feel generally that the MST may be "too much." We take this as an indictor of the paradigm shift represented by the MST and anticipate over time that some students who complete the Cognate will go on to complete the MST. Ironically, off campus interest in the MST seems well developed. Faculty at two and four year colleges located near the University of New Hampshire have expressed interest in the MST, often as an alternative to the Ph.D. in a specific field or discipline. Efforts continue to examine and respond to these markets.

Efforts continue to examine the issues and challenges associated with future or new faculty. For example, During project year 01 we surveyed all new tenure track faculty hired at the University of New Hampshire over the last three years to discern their experiences in the faculty job market. We added to our results a survey of Department Chairs concerning hiring practices in their respective academic departments. We hope to expand the scope of this initial survey

To date, 18 of the 21 doctoral programs at t the University of New Hampshire are collaborating with the project team. Non-participating doctoral program report their conclusion that the Cognate or MST are either not needed in their field or discipline or that their doctoral students receive sufficient background in college teaching in their core doctoral program and require no additional preparation.

A detailed description of these new academic programs in attached.

UNIVERSITY OF NEW HAMPSHIRE

FUTURE FACULTY PROGRAMS

Future Faculty Programs (FFP) prepare students for academic positions in higher education. Programs offered by the Teaching Excellence Program through the UNH Graduate School are designed to complement and enhance existing graduate degree programs by providing students the opportunity to develop formal competencies in college teaching. Two university-wide programs are offered:

the **Cognate in College Teaching** and the

Master of Science in Teaching (MST) with major in College Teaching.

Programs are designed to equip graduates with the insights and experiences necessary for success as a classroom instructor and as a member of an academic faculty. Courses emphasize relevant issues, methods and research as well as the role of the college and university professor in higher education. As part of the required teaching praxis program, all students develop and present a formal college teaching portfolio.

The **Cognate in College Teaching** emphasizes classroom teaching in a specific field or discipline. The **Master of Science in Teaching with major in College Teaching** builds upon this classroom teaching emphasis included in the cognate and adds to it courses related to the broader teaching role of the academic professor. Both programs are designed to prepare teaching ready faculty for post secondary colleges and universities.

Interested students are advised to consult with the Director of their Doctoral program. Participation in these programs and matriculation for the **Cognate in**

College Teaching or **Master of Science in Teaching** requires the formal approval of the Director of the student's doctoral program.

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Admission into either of these programs is granted by the Dean of the Graduate School, based upon recommendation from the Director of a student's doctoral program, after the student has completed at least one year of full-time study.

THE COGNATE IN COLLEGE TEACHING

The **Cognate in College Teaching** is a 12 credit academic program that can be added to an existing Ph.D. degree program offered by the University of New Hampshire. Upon satisfactory completion of all requirements, the cognate is awarded, as an academic option, with the Ph.D. degree. Students are required to satisfactorily complete specific courses in college teaching and a formal teaching praxis under the supervision of a faculty committee appointed by the Dean of the Graduate School.

Requirements include:

Core Requirement -- 3 credits earned in **GRAD 950**

Issues in College Teaching. This course is offered as a 1 credit course every semester, including summer session.

Field and Disciplinary Studies Requirement

Three (3) credits must be earned earned in approved courses related to teaching within the student's specific field or discipline. Exiting courses that potentially can be used to satisfy this requirement are:

AOE 990* College Teaching (2 cr)

*Note: For all graduate students matriculating in the College of Life Sciences and Agriculture

CHUM 995-996 Colloquium in Chemistry (1-4 cr)

PRY 991-992 Practicum and Seminar in the Teaching of Psychology (6 cr ea)

SOC 990 Teaching Practicum on Sociology (4 cr)

Other existing UNH courses are currently being considered for

addition to this list.

To meet the needs of students in fields and disciplines without an approved course, other courses are currently being developed under **GRAD 960 Special Topics** (2-4 cr) and **GRAD 970 Independent Study** (1-4 cr). Students in these other fields or disciplines should contact the Director of their Ph.D. program for specific alternatives.

Teaching Requirement -- 6 credits earned in **GRAD 990 Teaching Praxis**. This course is offered as a 3 credit course and must be completed twice.

THE MASTER OF SCIENCE FOR TEACHERS (MST) PROGRAM

The **Master of Science For Teachers with major in College Teaching** is a 32 credit hour program available to Ph.D. students as a joint degree. Under no circumstance will a MST be awarded unless all requirements for the Ph.D. have been completed. Students are required to satisfactorily complete specific courses in college teaching and a formal teaching praxis under the supervision of a faculty committee appointed by the Dean of the Graduate School. Requirement include:

Core Requirement -- 12 credits required

4 credits are earned in **GRAD 950 Issues in College Teaching**. This course is offered as a 1 credit course every semester, including summer session.

8 credits are earned in **GRAD 960 Research in College Teaching.** Students select four 2 credit modules; all modules are offered using alternative scheduling (e.g. Friday/ Saturday seminars) or modules based upon computer conferencing.

Field and Disciplinary Studies Requirement
-- 8 credits required

2-6 credits are earned in approved courses related to teaching within the student's specific field or discipline. Exiting courses that potentially can be used to satisfy this requirement are:

AOE 990* College Teaching (2 cr)

*Note: For all graduate students matriculating in the College of Life Sciences and Agriculture

CHEM 995-996 Colloquium in Chemistry (1-4 cr)

PSY 991-992 Practicum and Seminar in the Teaching of Psychology (6 cr ea)

SOC 990 Teaching Practicum on Sociology (4 cr)

Other existing UNH courses are currently being considered for addition to this list.

To meet the needs of students in fields and disciplines without an approved course, other courses are currently being developed under **GRAD 960 Special Topics** (2-4 cr) and **GRAD 970 Independent Study** (1-4 cr). Students in these other fields or disciplines should contact the Director of their Ph.D. program for specific alternatives.

2-6 credits are earned in approved electives courses related to teaching and learning in specific fields or disciplines. Note the list of suggested elective courses to satisfy this requirement is currently being developed. Course(s) selected based upon the approval of the Program Director.

Teaching Requirement -- 12 credits are earned in **GRAD 990 Teaching Praxis**. This course is offered as a 3 credit course and must be completed four times. This course need not be taken over consecutive semesters or terms. spaced over four, not necessarily consecutive, semesters or terms.

COURSE LISTING

GRAD 950 Issues in College Teaching

Issues faced within the classroom, including evaluation methods, classroom climate and diversity, instructional approaches, teaching and learning resources, and student behavior. Case studies. Permission (1 cr, May be repeated) Credit/Fail Note: This course is open to all UNH graduate students. Others may register for this course by securing permission.

GRAD 960 Research in College Teaching

Examination of research related to college teaching. Includes research related to learning theories, classroom assessment methods, the role of the professor in colleges and universities, institutions of higher education, and college students. Offered in modules. 2-4 cr. Permission. May be repeated.

Current modules (preliminary titles) being developed include:

GRAD 960A	Applications of Learning Theories (2 cr)
GRAD 960B	Entering the Professorate: Philosophy, History and Institutional Perspectives on Academic Life (2 cr)
GRAD 960C	The Contemporary Undergraduate Culture (2 cr)
GRAD 960D	Teaching with Technology
GRAD 960E	Classroom Based Research and Assessment Methods

Modules are offered using alternative class scheduling and/or computer conferencing as a alternative to traditional class attendance.

GRAD 970 Special Topics in College Teaching

Formal courses in college teaching. a. Field Studies, b. Disciplinary Studies, C-Z Other. 2-4 cr. Permission. May be repeated.

GRAD 980 Independent Study

Faculty supervised independent studies in college teaching. 1-4 cr. Permission. May be Repeated.

GRAD 990 College Teaching Praxis

Formal experience in teaching a college level course. Development of a teaching portfolio. 1-3 cr. Permission. May be Repeated.

Student matriculating for the Cognate in College Teaching must earn 6 credits in GRAD 990 over two semesters or terms. Students matriculating for the MST must earn 12 credits over 4 semesters or terms.

The Teaching Committee -- A 3 member faculty committee of Senior Faculty Mentors is appointed by the Dean of the Graduate School to direct and supervise this course. At least two of the members of this committee will be from the student's field or discipline. A faculty member from the student's field or discipline chairs the committee. The grade for this course is awarded by the Chair based upon consultation with other members of the committee and evaluation of the information contained in the Teaching Portfolio.

Senior Faculty Mentors will periodically visit the student's class and furnish the student with a confidential assessment.

The Teaching Portfolio -- Under the direction of this faculty committee of Senior Faculty Mentors students prepare a Teaching Portfolio. While enrolled in this course students meet in a biweekly university-wide seminar hosted by the UNH Teaching Excellence Program. These seminars are designed to assist students in constructing a teaching portfolio. Typical information in a portfolio includes:

- a Statement of Instructional Philosophy and Goals
- a Course Syllabus
- Methods Used to Assess Student Learning
- Analysis of Examples of Student Work related to the objectives of the course

- Examples of Innovative Approaches
- Analysis of Student Evaluations
- Statement of Lessons Learned

College Teaching -- Although most students will teach at the University of New Hampshire, based upon

permission of the Chair of the student's teaching committee, teaching may be at any accredited college or university. In these cases, the UNH Teaching Excellence Program will insure that students who are teaching off campus have access to the required biweekly university-wide seminar.

When teaching is done at another college or university, a faculty member from that institution who is in the student's field or discipline will be recruited to serve on the Teaching Committee.

Teaching Fellows Program -- Students teaching under the auspices of GRAD 990 are designated by the Dean of the Graduate School as Teaching Fellows. Under this program, Teaching Fellows can be exempted from credit limitations associated with assistantships, fellowships and stipends in order to register for GRAD 990 at no additional cost. Teaching Fellows may be compensated for their services.

Note: Permission to take this course is based upon satisfactory completion of prerequisite requirements and an ability to communicate effectively in a college classroom as an instructor. Students may be required to submit evidence to verify this ability to communicate effectively in a classroom as a prerequisite.

FREQUENTLY ASKED QUESTIONS

Can experience as a teaching or graduate assistant be used to satisfy the teaching praxis requirement?

No. GRAD 990 requires that the Teaching Fellow be totally responsible for a graded course. Typically, teaching assistants either help a professor with a course or serve as a laboratory instructor. Neither of these experiences, regardless of their value, is sufficient to meet the requirements of GRAD 990.

Why should I participate in either of these Future Faculty Programs?

Competition for academic positions in most fields and disciplines is very intense. These programs are designed to provide advantage in the job market as

well as provide employing colleges and universities teaching ready faculty -- faculty ready to teach (well) as soon as they are hired. Being "teaching ready" is essential for both short and long term success as a professor and a scholar in one's field or discipline. In the current job market, many colleges and universities are searching for new faculty that have the potential to be successful in all phases of the academic role: teaching, scholarship and service. The Cognate and MST, indicate to a college or university a readiness to teach effectively as well as efficiently.

Will these programs increase the time I will devote to my doctoral studies and/or the time on the Durham campus?

Some students may devote as much as an additional year in order to satisfy the requirements for the MST as a joint degree with their doctoral degree; others may require less. Additional time, however, should not be required for the Cognate as long as students begin to satisfy requirements early in their doctoral program. With appropriate approvals, GRAD 990 Teaching Praxis may be satisfied at any accredited college or university.

When can and should I apply? Must I select either the Cognate or MST at time of admission?

As a condition of acceptance, all students must have completed at least one year of full-time graduate study. Once this criteria has been met, applications should be sent to the Dean of the Graduate School. Students are asked on the application whether they plan to pursue either the Cognate or MST. This decision can be changed based upon the approval of the student's doctoral program.

Must I wait until I am formally admitted before I take any courses?

No. Any interested student may take GRAD 950 Issues in College Teaching. This course is offered every semester. Often students will begin or complete their Field or Disciplinary Studies Requirement before they are formally admitted into either the Cognate or MST.

Can students matriculating for a master degree also complete either the Cognate or MST programs?

Yes, under very special circumstances. For example, students majoring in areas at the University in which doctoral programs are not available may be admitted based upon petition to the Dean of the Graduate School and recommendation of the Director of the student's master's level program. Students matriculating for

a master's degree who are interested in either program are advised to discuss their interests with the Director of their graduate program.

As a doctoral student I will be finishing my dissertation while registered for GRAD 800 Continuing Enrollment (0 credit) or Doctoral Research (999) in my field or discipline. If I enroll in GRAD 990 Teaching Praxis during this phase of my doctoral studies won't I be liable for additional tuition?

Our intent is that if Teaching Fellows are compensated for their teaching, part of this compensation will be a waiver of tuition and fees associated with GRAD 990 Teaching Praxis. If teaching is not compensated, we also believe that the tuition and fees associated with GRAD 990 need to be waived. To this end, a doctoral student enrolled in Doctoral Research -- GRAD 800 who wishes to enroll in GRAD 990 should submit a request for the waiver of tuition charges for GRAD 990 to the Dean of the Graduate School. Every effort will be made so that a student is exempted any additional tuition charges associated with GRAD 990.

I have previously taught college level courses. Can this experience be used to satisfy requirements? Why would I want to matriculate for either the Cognate or MST?

Matriculation for the Cognate or MST will require you to review the current research in college teaching. Even though you may have previously taught a college level course, few have systematically considered this research and what it means to teaching practice within their field or discipline. GRAD 990 Teaching Praxis cannot be waived based upon previous experience. Aspects of prior teaching, however, can be incorporated into the Teaching Portfolio used to complete this course.

I already have a doctoral degree. Am I eligible for either the Cognate or MST.

You are eligible for the MST program.. Your application must have the approval of the academic department at the University of New Hampshire that would host and supervise your teaching in GRAD 990 Teaching Praxis.

APPLICATION PROCESS

Current UNH Graduate Students interested in Admission into either the **Cognate in College Teaching** or **Master of Science in Teaching (MST) with major in College Teaching** should.

1. Discuss their interest with the Director of their Doctoral program. .

2. Submit a letter of application with a curriculum vitae to:

Dean, Graduate School
Thompson Hall
University of New Hampshire
Durham, NH 03824

The letter of application should be accompanied by an endorsement from the Director of the student's graduate program or department or doctoral committee and the Teaching Excellence Program.

ADDITIONAL INFORMATION

UNH Teaching Excellence Program
11 Brook Way
Durham, NH 03824

e mail **teaching.excellence@unh.edu**

(603) 862-0233

PROGRAM FACULTY

Aside from the many faculty in many departments and programs that are assisting students with aspects of these new programs, the following faculty are responsible for their continued development, implementation, and evaluation under the auspices of the Fund for the Improvement of Post Secondary Education (FIPSE) of the U.S. Department of Education:

Christopher Bauer, Ph.D., Professor of Chemistry
Project Associate, AY 1996-98

Victor A. Benassi, Ph.D., Professor of Psychology
Deputy Project Director for Evaluation

John J. Cerullo, Ph.D., USHM Associate Professor of History
Teaching Excellence Program Faculty Fellow, 1995-96, 1996-97

Christine V. Evans, Ph.D., Associate Professor of Pedology
Teaching Excellence Program Faculty Fellow, 1995-96. 1996-97

Karol A LaCroix, Ph.D., Interim Dean, UNH Graduate School and
Associate Professor of Medical Laboratory Science. Co Project Director
1995-96.

Edward J. O'Brien, Ph.D, Professor of Psychology
Teaching Excellence Program Faculty Fellow, 1995-96, 1996-97

Lee F. Seidel, Ph.D., Professor of Health Management and Policy and
Director, University Teaching Excellence Program. Project Director